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The Classical Weekly

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VOL. XIV, No. 19

MONDAY, MARCH 28, 1921

WHOLE No. 388

DR. CHARLES UPSON CLARK

Still has a few open **lecture dates in April** for New England and the Middle States. Among **new lectures** for which a special demand has developed this season are: **Italy of Today**, with a discussion of current industrial unrest and of the Treaty of Rapallo, illustrated with colored lantern slides; **How Propaganda Works**, illustrated with a wealth of veracious anecdote on a mendacious topic; and **What Happened to Latin**, a blackboard talk to show how Vulgar Latin developed into the Romance languages of to-day. Mr. Clark has been asked by the Government of India to lecture next season in their Universities, and expects to be available for engagements in this country only at the very beginning and end of the season. He leaves for North Hatley, Quebec, about May first, to resume active direction of the **Massawippi Summer School**, which he established in 1908. The School provides **expert tutoring** in School and College preparatory subjects, and offers also courses of College grade in **Greek, Latin, French, Spanish and Italian**; it is now installed in new and commodious quarters, beside Lake Massawippi. Mr. Clark is at present to be addressed care of Mr. John Kirkland Clark, 61 Broadway, New York City; after May first, at North Hatley, Quebec.

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NEW YORK, MARCH 28, 1921

No. 19

A STATE SPECIALIST ON THE OUTLOOK FOR LATIN

In the Educational Review, for January, 1921 (61.41-53), there was a very important article entitled The Outlook for Latin, by Mr. S. Dwight Arms, of the University of the State of New York, Specialist in Foreign Languages in the Department of Education of New York State.

The facts which Mr. Arms uses as the basis of discussion and of forecast he presents in a series of five tabulations, which "have been prepared with great care and whose correctness may be relied upon" (pages 42, 46, 47-48, 49).

TABLE I

EXHIBIT OF TOTAL ENROLLMENTS IN THE VARIOUS FOREIGN
LANGUAGES IN ALL SECONDARY REGENTS SCHOOLS OF NEW
YORK STATE FOR A PERIOD OF FIVE YEARS

Year	Total en- rollment	Latin	Greek	French	Spanish	Ger- man
1914-15	174320	78565	2226	32722	5244	73189
1915-16	196824	81437	2364	34816	9460	66992
1916-17	191087	85770	2244	36788	17174	64135
1917-18	194659	75160	2235	38924	27420	36718
1918-19	197119	69370	2161	56591	32877	11306
Average for period of 5 years.....	190802	78060	2246	39968	18435	50468
Average % for period of 5 years.....		40.9	1.2	20.9	9.1	26.4
% for 1918-19.....		35.2	1.1	28.7	16.7	5.8

TABLE II

EXHIBIT REGARDING THE NUMERICAL STATUS OF THE VARIOUS
FOREIGN LANGUAGES IN THREE SELECTED GROUPS OF TYPICAL
HIGH SCHOOLS FOR THE YEAR 1919-20

Type	Total en- rollment	Latin	Greek	French	Span- ish	Ger- man
I. 29 schools having enroll- ment of less than 100 students each	1879	1299	....	652	52	13
II. 19 schools having enroll- ment of 100 to 200 students each	2725	1584	....	896	247	....
III. 18 schools having enroll- ment of 200 to 1400 students each	9731	4538	....	2971	987	39
Total	14335	7421	....	4519	1286	52

SUMMARY-PERCENTAGES

I. Enrollment less than 100...	69.2	....	34.7	2.8	0.7
II. Enrollment 100 to 200	58.1	....	32.9	9.1	....
III. Enrollment 200 to 1400	46.6	....	30.5	10.1	0.4
Composite	51.7	....	31.5	9.0	0.0036

TABLE III

THE THREE LARGEST CITIES OUTSIDE OF GREATER NEW YORK
1919-20

	English	Latin	Greek	French	Span- ish	Ger- man
BUFFALO:						
Hutchinson-Central ..	2013	662	....	311	88	118
Lafayette	1445	782	6	617	135	85
Masten Park	1356	445	16	361	67	105
South Park	802	647	16	76	64	23
Technical	1303	....	....	270	71	141
Total	6919	2536	38	1635	425	562

ROCHESTER:

East High	1777	833	30	710	124	87
West High	1689	1048	43	492	108	25
Total	3466	1881	73	1202	232	112

SYRACUSE:

Blodgett Vocational... ..	1301	....	....	254	....	....
Central	1417	969	....	773	47	48
North High	364	264	....	282	....	7
Total	3282	1233	....	1309	47	55

COMPOSITE—BUFFALO, ROCHESTER AND SYRACUSE, 1919-20

	English	Latin	Greek	French	Span- ish	Ger- man
Buffalo	6919	2536	38	1635	425	562
Rochester	3466	1881	73	1202	232	112
Syracuse	3282	1233	....	1309	47	55
Total	13667	5650	111	4146	704	729
Per cent .....	....	41.3	0.008	30.4	5.2	5.3

TABLE IV

SIX REPRESENTATIVE HIGH SCHOOLS IN GREATER NEW YORK
1919-20

Name of School	H. S. en- rollment (English)	Latin	Greek	French	Span- ish	Ger- man
Boys' High	3799	1934	....	1143	1540	36
DeWitt Clinton	4674	1310	....	2059	1618	....
Erasmus Hall	4051	1797	49	1546	1347	26
Girls' High	2152	970	....	875	666	....
Morris	3616	930	....	1650	1213	....
Wadleigh	2932	1102	59	1761	488	....
Total	21224	8052	108	9034	6872	82
Per cent .....	....	37.9	0.005	42.5	32.4	0.004

TABLE V

ALL HIGH SCHOOLS OF GREATER NEW YORK AS OF MARCH, 1920

	H. S. en- rollment	Latin	Greek	French	Span- ish	Ger- man
Total	68981	14845	172	20336	28801	532
Percent .....	....	21.5	0.0025	29.5	41.8	0.0077

Mr. Arms explains (43) that in Table I, the term "total enrollment" means the whole number enrolled in all public High Schools and in all Academies constituting the University of the State of New York.

The following observations are suggested by the figures:

1. Great falling off in the number of students in German.
2. Noticeable increase in the number of students enrolled in French.
3. Marked increase in the number studying Spanish.
4. Persistence and stability of Greek thruout the entire five-year period.
5. The favorable showing for Latin.

Mr. Arms maintains that, in view of the intensity of interest in Spanish arising from its supposedly high utility value in meeting the needs of modern business in connection with South American trade, and in view also of the impetus given during the Great War to the study of French by sympathy with France, the showing for Latin is remarkable.

The figures presented, taken in connection with the exhibits in tables that will follow, afford a convincing argument for the vitality of Latin and a safe forecast of its security and future prominence as a factor in secondary education. The only possible disturbing element in the figures is found in the fact that there was a falling off in the total numbers enrolled in the foreign language classes in 1918-19 as compared with the average for the five-year period. This falling off amounted to 16,862 students, indicating a decrease of 8.8%. In this percentage a tendency to a decrease in all foreign language study may be indicated. If that is true, it suggests that all friends of linguistic studies, ancient and modern, English included, should stand together to defend and to fortify each other's field of instruction. They should stand thus together in any event, for their interests, personal and educational, are akin. The propagandist who, in his ardent advocacy of Spanish, rails at Latin, is only menacing the structure that his hands would rear. In the end the foreign languages will stand or fall together.

In this connection, we may refer to a paper by a professor of Romance languages, A. B. Myrick, *The Ancients and the Moderns: An Entente Cordiale*, THE CLASSICAL WEEKLY 13:75-77. This was an appeal for cooperation by lovers of the Classics and lovers of the Modern Languages.

Mr. Arms states (44) that the figures for Table II "were all obtained at first hand, directly from teachers and principals in actual visitation of schools during the year 1919-20".

On this Table Mr. Arms makes the following observations (46-47):

1. In the schools of Type I, the enrollment of Latin is twice that of the enrollment in French.
2. The comparison made in the foregoing item holds substantially in the schools of Type II.
3. Naturally, the relative percentage for Latin is somewhat lower in schools of Type III, but it still holds preponderance over French by a big margin.
4. The composite showing for Latin in schools of the three types is remarkably high, whether considered by itself or in its relation to the showing in other foreign languages.

5. French makes a consistently favorable showing thruout the groups.

6. In the second and third groups, Spanish holds essentially the status that might be expected for it in schools in which undue influence is not exerted in its behalf.

Two additional facts favorable to Latin must be mentioned in connection with this exhibit:

First, the tabulation contains no showing of the large number of students in the school enrollment who have studied Latin in the progress of their courses but were not enrolled in Latin classes at the time the statistics were taken.

Second, only two of the private academies are included in the lists covered by the tables. In view of the fact that Latin is in great favor in the academies and that the enrollment in such classes is correspondingly heavy, the figures for schools of that type, if included, would raise appreciably the percentages indicated for Latin. The same remark is applicable to the effect on percentages that would result from including in the count all pupils in these schools who at some time in their courses have been enrolled in Latin classes.

On Table III, Mr. Arms makes the following remarks (48):

1. In this exhibit English is made the basis of determining the total enrollment. Since essentially all pupils in the secondary schools of New York state are enrolled in the English classes, the figures are substantially exact.
2. The list of high schools is complete for each city.
3. Two large vocational high schools in which no Latin is offered are included in the exhibit.
4. In these cities there is a considerable number of large Catholic academies and other private secondary schools in which the enrollments in Latin are exceptionally large. If these were included in the figures, the showing for Latin would be still more favorable.
5. The composite exhibit is particularly favorable for Latin. Its percentage is higher than the state average for the 5-year period shown in Table I.
6. French shows normal strength.
7. Spanish is a poor third, competing closely with German for the lowest place on the list.

A complete exhibit based on the exhibits in Tables II and III gives an average percentage for Latin for all schools, large and small, outside of Greater New York of 46.7%; for French, 30.9%; for Spanish, 7.1%.

Mr. Arms then notes (48) that such decrease as there has been in the number of students enrolled in Latin in the State of New York is not to be ascribed to losses in the State as a whole outside of Greater New York, but rather to a falling off in recent years in the number of students pursuing Latin in New York City. But even in New York City, he says, Latin has held well in certain Schools. These Schools are represented in Table IV. The six Schools represented in that table include three Schools in the Borough of Brooklyn and three in Manhattan and the Bronx. Two are Schools exclusively for boys, two exclusively for girls, and two for boys and girls.

The percentage of pupils enrolled in Latin in these Schools during the past school year (1919-1920) was only slightly below the average for the State during the five-year period represented in Table I.

Table V, however, shows heavy losses in Greater New York. Mr. Arms believes (50), however, that even with the handicap of Greater New York, the exhibits made by him in his article

warrant the belief that the figures for the past year, when complete, will show an upward swing in the percentage for Latin, and that this percentage will show good gains within the next few years. For it appears pretty certain that Spanish has reached its crest and that the next two or three years will witness a marked falling off in the number pursuing it in the high schools of New York City. However that may be, it is clear that the abnormal increase in the number taking Spanish is largely responsible for the losses in Latin. Stimulated by propaganda and fostered by exaggerated notions regarding its utility for business purposes, Spanish has certainly traveled fast and far in Greater New York within the past three years.

One can understand how in the unwholesome ambitions and rivalries of a big city, amid its moil and toil, its seething commercial activities and its urgent industrial demands, the conception of true values in education falls out of perspective, and how the immediate and less worthy motives in school life gain a footing beyond their deserts. It is not so much what a given study may do for a boy in putting him afield in his preparation for the job as what he thinks it will do for him that will influence his decision in taking up that study. This remark is peculiarly pertinent to the Spanish situation in New York. The boys have seen visions and dreamed dreams of wonderful opportunities to be grasped by those who know Spanish—opportunities to represent business houses in South America, where one only needs to know how to read, write, and speak Spanish to possess the open sesame to preferment and to fortune. "Read, write, and speak Spanish"—there's the rub. A college professor, gifted in epigram, says that, "if the boy has the Spanish, he can not get the job, and if he gets the job, he will not have the Spanish". Probably not one in a hundred of all who are now studying Spanish in New York City will ever utilize for the purposes of business the little knowledge that he acquires. For the college professor is right, the jobs will be few and those who get them will need to know Spanish thoroly in its technical as well as in its general aspects. He will not acquire such knowledge in a year or two of desultory study in a high school. And so it seems likely that in the reaction that has already begun, Spanish will lose ground rapidly. From such a reaction Latin will be the gainer.

What Mr. Arms says about the future of Spanish in the Schools of New York City recalls to me my prediction, in *THE CLASSICAL WEEKLY* 10.121, nearly four years ago, "that the experience of the next five or ten years will prove that to American boys and girls the commercial value of a knowledge of Spanish is extremely small". When he says that a pupil will not acquire a thorough knowledge of Spanish in a year or two of desultory <or even by the most intense study, for four years> in a High School, he makes one think of what Mr. W. R. Price, New York State Expert in Modern Languages, wrote about the poor teachers of Modern Languages in that State and the poor results of their teaching (*The School Review*: abstracted in *THE CLASSICAL WEEKLY* 7.160). Teachers of the Classics who are weary of hearing remarks or of reading articles that seem to imply that they are the only poorly equipped teachers in the world and that in Classics alone do the results of teaching fail to equal the fondest dreams of teachers will do well to read (again) that fine paper by Professor C. H. Grandgent, of Harvard Uni-

versity, *Is Modern Language Teaching a Failure?* (*The School Review* 15.513-534: for an extended notice of it see *THE CLASSICAL WEEKLY* 4.74-77, 82-83). Mr. Arms's hint that the recent marked increase in the number of pupils in New York City Schools studying Spanish has been due to propaganda is confirmed by current rumor. The work in Modern Languages in those Schools has recently been in charge of a man whose specialty is Spanish, and who betrayed at once his lack of breadth and vision and his bias by telling *The New York Classical Club* on March 16, 1918, that he thought it best for pupils to begin a Romance language before taking up Latin (*THE CLASSICAL WEEKLY* 11.192). See also some remarks in the *Journal of Education* 87.177-179 (February 13, 1919), by Mr. S. M. Waxman, Assistant Professor of Romance Languages, Boston University, under the caption, *A Jeremiad on Modern Language Teaching* (*THE CLASSICAL WEEKLY* 12.208).

Mr. Arms points out (51) that there are such long delays in the issuing of national reports on educational matters that such reports, by the time they do at last appear, are already in the category of things "flat, stale and unprofitable" (51-52):

Accordingly, one who wishes to make any investigations as to educational trends in the various fields of study must limit his studies to a circumscribed area from which he may obtain data by correspondence and by questionnaire. It is to be hoped that studies similar to these presented in this paper may be undertaken by the friends of Latin in other states. Dependable information from two or three typical states in New England, in the South, in the Near West, in the Mississippi Valley, in the Rocky Mountain region and on the Pacific Coast, on the basis of which composite exhibits might be prepared, would be worth far more than any amount of opinion, of assertion or of impressions arising from the talk heard in gatherings of teachers. Not infrequently one sees in the *Classical Journal* the statement that Latin is holding well in this state or that. But in the absence of reinforcement by trustworthy and adequate statistics such statements are unconvincing.

The concluding paragraphs of Mr. Arms's paper are of first importance to teachers of Latin (and of Greek) in the Colleges. I therefore quote them, verbatim (52-53):

There is one field of investigation affecting the outlook for Latin that has not been explored—at least not in recent years. It relates to the outlook for Latin in the colleges. It would be interesting and informing to know in a broad and fairly complete way, by sections of the country, similar to those suggested in the foregoing paragraph:

1. What proportion of the colleges are requiring three years or more of Latin for admission to their liberal arts courses?
2. How many of them are requiring no Latin in college for the B.A. degree?
3. How many of them require only one year of Latin in college for the B.A. degree?
4. How many students in these groups of colleges are majoring in Latin, and
5. How many of the latter group are pursuing Latin extensively with the thought of teaching it?

We are not quite so completely without information on these points as Mr. Arms seems to think. For part of the subject to which he refers, the matter of requirements in Latin and Greek, reference may be made to the following papers: A Study of Requirements in Latin and Greek, Especially in the Eastern Institutions, for the Degree of Bachelor of Arts, by Professors C. C. Bushnell and P. O. Place, of Syracuse University, 1916, (see THE CLASSICAL WEEKLY 10.40); Why the Full Latin Requirement Should Be Kept (a presentation of material prepared by the Latin Departments of Mt. Holyoke, Smith, Vassar, and Wellesley Colleges: reprinted by the American Classical League, as Publication No. 11); Latin and the A.B. Degree, Charles W. Eliot, Publications of the General Education Board, "Occasional Papers, No. 5" (1917); Studies of Latin and Greek in The New England Colleges, H. D. Brackett, The Classical Journal 16. 363-365 (March 1921).

C. K.

REVIEWS

Deception in Plautus: A Study in the Technique of Roman Comedy. By Helen E. Wicand. Boston: Richard Badger, The Gorham Press (1920). Pp. 198. \$1.50.

The author first discusses (9-15) the prominence of deception as an element in the comedies of Plautus, finding trickery of some sort in all the plays except the *Stichus*. Next comes an analysis of the *Bacchides* (16-26); this play was selected for analysis because it contains a large amount of deception and is in other respects a typical Plautine play. This analysis is followed by a comparison of the *Bacchides* with the other comedies (26-51). We then have a full discussion of the technique of deception (52-144), under the heads of Methods (52-64), Inter-relation of Plans and Completed Action (64-126), and Special Details (136-144). Of the two remaining chapters one, IV (145-167), is devoted to the Application of Facts <doubtless the author means the facts already brought out by her discussions> to Higher Criticism, i.e. to *contaminatio* and *retractatio*, and the other, V (168-191) to Sources of the Element of Deception. The book concludes with a bibliography (193-198). The work is well and carefully done, and the book is attractively printed and bound.

UNIVERSITY OF PENNSYLVANIA.

JOHN C. ROLFE.

Hellenic Conceptions of Peace. (Studies in History, Economics, and Public Law, Edited by the Faculty of Political Science of Columbia University, LXXXIV, 395-534). By Wallace E. Caldwell. New York: Columbia University; Longmans, Green and Co., Agents (1919). Pp. 140. \$1.25.

In this book, submitted, for the degree of Doctor of Philosophy, to the Faculty of Political Science in Columbia University, Dr. Caldwell gives a summary of Greek history from Minoan times to the battle of Chaeronea in 338 B. C., and discusses the ideas on

peace and war expressed by the Greeks of various periods in their literature, ending with the orations of Isocrates. The first chapter, The Epic Age (9-37), is based chiefly on the *Iliad*, but includes also the *Odyssey*, the Epic Cycle, and Hesiod. It contains frequent references to the poems themselves and a good many quotations. Chapter II, entitled The Early Period of the City-States (38-66), deals with the lyric poets, such as Callinus, Archilochus, Alcaeus, and the rest, and with Theognis. Chapter III is divided into two parts. The first, entitled The Persian Wars and Hellenic Peace (67-80), quotes chiefly from Aeschylus, Pindar, and Bacchylides; the second part, The Age of Pericles (80-86), quotes chiefly from Sophocles. Chapter IV, The Peloponnesian War (87-107), refers often to Euripides, Aristophanes, and, of course, Thucydides. Finally, Chapter V, The Fourth Century (108-139), is based largely on Xenophon, Plato, and Aristotle, and the orators Demosthenes and Isocrates.

A summary of Greek history in so short a compass is necessarily confined to brief statements of the most important facts. The selection of facts, as well as the arrangement and the presentation of them, is good. The sketch is pleasant reading even for those familiar with the subject. But such an array of facts briefly stated becomes somewhat monotonous. The author, moreover, is open to the criticism that he is too dependent upon the old traditions based upon the literature as it stands. For example, he says (13): "Traditions recorded these things and indicated that the ruler of Mycenae was over lord of all, strong enough to call on all for their services and to obtain them". There is little new in the book, either in the facts presented or in the deductions from them. Only rarely does the author express his own convictions, as in note 4 on page 34, or in the last paragraph on page 139. In a few cases his judgment is at least questionable. On page 39 he says: "Most early wars, therefore, were fought for the possession of territory"; if he is thinking of the wars of the seventh century I think he is mistaken. On page 47 he says: "The most important and ever-present impulse to peace and unity after religion was to be found in commerce". It would be equally true to say that commercial interests caused some of the most destructive wars. On page 83 he says: "The <Athenian> empire was an organization for the perpetuation of democracy"; I think it was an organization for the promotion of the power and prosperity of Athens. As history the historical portions of this book are too condensed and too familiar to be very useful.

The main purpose of this historical summary, however, is to afford a background for the discussion announced in the title, and to show the results of the efforts made by the Greeks to secure peace among themselves (see the Preface, 6). Throughout the whole course of Greek history "War remained a customary part of the citizen's existence" (50). It was inevitable, then, that thoughts about peace and war occupied the minds of the Greeks in all periods, and

that reflections concerning them are to be found in most of the Greek literature. Dr. Caldwell has collected many of these reflections, generally, as in the case of the historical background, in the form of summaries, but often quoting passages at length. Most of these quotations and summaries are from the poets, and some of the passages quoted are very beautiful poetry. But the conceptions of war and peace expressed in them are really universal. Nearly all civilized men have at all times had such thoughts, even when the chief occupation of their lives was warfare. All who have fought at all know the joy of battle, and the glory, even for the conquered. All know the dangers, privations, and sufferings caused by war, the miseries of defeat. All, even the most warlike, in moments of reaction dwell upon the advantages and enjoyments of peace. Of deeper thoughts about war and peace, of analysis of the ultimate causes of war or proposals to avoid this final arbitration of international disputes there is very little in the passages collected, or in Dr. Caldwell's discussion of them.

PRINCETON UNIVERSITY.

WILLIAM K. PRENTICE.

Transition in the Attic Orators. By Robert Dale Elliott. Menasha, Wis.: George Banta Publishing Company (1919). Pp. 187.

Another dissertation in the rapidly growing number of investigations in the language and the style of the Attic orators has made its appearance in this University of Chicago study, which was written under the direction of Professor Shorey.

The Introduction (1-40) gives a brief résumé of previous studies of transition and concludes (page 14) that (1) their systems of classification are based primarily on conjunctions rather than on formulae of transition; (2) they do not attempt a comprehensive classification which should include all transitions; (3) their lists of examples are illustrative rather than exhaustive; (4) in general, they regard major and minor transitions as two distinct species, and classify them separately; (5) they include no comparative study of the various forms of transition, nor of their relative use by the several orators. Their treatment of the subject, then, has been somewhat rudimentary and superficial.

The writer distinguishes three grades of transition (although examples of these grades do not differ in the essential elements of which they are composed): (1) major, i.e. transitions used to connect two major, or organic, parts of an oration; (2) subminor, transitions of very markedly inferior importance; (3) minor, transitions which occupy the broad middle ground between these two extremes.

What are the major, or organic, parts of an oration? Those generally recognized by ancient rhetoricians are (1) proemium (exordium); (2) diegesis (narratio); (3) pistis (confirmatio); (4) lysis (refutatio); (5) epilogos (peroratio). Mr. Elliott reduces these five major parts to four, by the inclusion of refutation under

proof, and concludes the Introduction with a table showing an analysis of the extant orations, which indicates the sections of each speech belonging to each major part.

The body of the investigation proper is in five parts. In Part I (41-73) there is an examination of the five essential elements of which one or more enter into the composition of every transition. These are designated as *dismissive* (taking leave of a topic); *prothetic* (a transition effected by a preliminary statement); *topical* (transition directly introduced without prothetic element); *conjunctive* (connection in thought marked by use of conjunctions); and *asyndetic*. Numerous examples are given to illustrate these transitional elements.

In Part II (74-122) there is a classification, on the basis of their constituent elements, of the transitions in the extant orations and a discussion of their use and meaning. This forms the main portion of the dissertation. The transitions are placed in two main groups, (1) Dismissive-Introductive, (2) Introductive. Each of these is composed of four classes, as follows: (1) Dismissive-Introductive, (a) dismissive-prothetic, (b) dismissive-topical, (c) dismissive-conjunctive, (d) dismissive-asyndetic; (2) Introductive, (a) prothetic, (b) topical, (c) conjunctive, (d) asyndetic.

The detailed classification adopted by the writer has been given to show his careful and discriminating analysis of types of transition in contrast with the looser practice of the ancient rhetoricians, who were content to give the term *transitio*, and to limit its application, generally, to cases of transition "containing a dismissive element of the summarizing type, followed by an introductive element of the prothetic type" (75), i.e. to cases which Mr. Elliott classifies as dismissive-introductive. The irreverent and uninterested reader who sees in a transition merely a formula whereby the orator passes from one topic to another might complain that the writer in his meticulous and hair-splitting differentiations of transition has outdone the ancients themselves and has put to shame even such worthies as Hermogenes and Aristides, whose unholy joy waxed as their categories multiplied. But the author is engaged in a more serious and a more careful study of the subject than has previously been made of his theme, and his distinctions are justified by actual usage. He finds (119) that of all transitions used by the Attic orators in their extant works approximately one-half are topical in their nature, two-fifths prothetic, one-eleventh conjunctive. The dismissive element occurs in approximately one transition in five, the asyndetic in one in one hundred.

Part III (123-148) treats of non-essential transitional elements. Part IV (149-161) deals with the particles used in transition. This last chapter is of interest, as in it are tabulated the nature of usage, and the force of the more important particles occurring in transition, together with the frequency of their occurrence. Demosthenes stands first in versatility of usage, em-

playing 35 introductory particles and combinations of particles, and 26 sequent particles. Isocrates and Lysias come next. Part V (162-185) concludes the study with a tabular and analytical presentation of the transitional usage of the individual Attic orators. The writer finds that in definiteness, prominence, and clearness in the use of transitions the orators have this rank: Aeschines, Demosthenes, Isaeus, Lycurgus, Andocides, Isocrates, Antiphon, Lysias, Hypereides, Deinarchus.

Mr. Elliott's study is largely statistical and bristles with tables, figures, and percentages. We are told, for example (168), that in versatility "Lysias uses the *dism-top.*, *proth.*, *top.* and *conj.* classes in six combinations of grade and location, the *dism-proth.* and *dism-conj.* in five, the *asyn.* in three, the *dism-asyn.* in one". The presentation is inevitably dry and no effort is made to clothe the skeleton with life or to explain for the benefit of the student why, for example, Lysias, the canon of the Attic style, and Isocrates, with his lengthy periods, both rank so low in the effective use of transition.

But the writer has well accomplished what he set out to do and he has done it with industry, patience, and very unusual thoroughness. It is because of this thoroughness that the study should be of value to students of Greek prose style.

BARNARD COLLEGE,
COLUMBIA UNIVERSITY.

LARUE VAN HOOK.

Madness in Greek Thought and Custom. By Agnes Carr Vaughan. Baltimore: J. H. Furst Company (1919). Pp. 74¹.

This very interesting University of Michigan dissertation shows the decided influence of Professor Campbell Bonner, who has done so much for the study of Greek folk-lore and mythology. It is a pleasure to read a dissertation that really is a sociological investigation and that reveals a wide knowledge of Greek, not limiting itself to some narrow linguistic field, but using all evidence, whether literary, archaeological, or folk-lore. Up to the year 1909 the subject of this dissertation had not been treated since the dissertation of Thomée, *Historia Insanorum Apud Graecos* (Bonn, 1830), except in its legal and pathological aspects (compare Semelaigne, *Études Historiques sur l'Aliénation Mentale dans l'Antiquité*, Paris, 1869). In 1909, in Giessen, appeared Tambornino's *De Antiquorum Daemonismo*, which is confined to the theory of possession.

The present dissertation gives a summary and criticism of these works, but goes further, and, instead of attempting an historical study of the medical theories and treatment of madness in ancient times, studies the popular conception of insanity and the popular methods of dealing with it as shown in Greek literature and by

parallel customs preserved in modern folk-lore. Not only the popular beliefs concerning the causes and the cure of madness are studied, but also the relation of madness to religion, society, and law. The general conclusion reached is that the whole question of madness was dealt with largely by popular custom, except in cases where the madman was of positive value through his connection with religion, or was a positive menace to the State. The more special conclusions are that the Greeks ascribed madness to some superhuman power which had entered into the victim (Chapter II); that the personal sanctity of the madman varied in proportion to the reverence in which the gods were held (Chapter III); that, as his connection with religion decreased, he became less of a social factor and was regarded as waste material and the State left provision for his welfare to popular custom (Chapter IV); that Greek law took little account of the madman, who was considered only partially responsible. The law deprived him of testamentary and adoptive rights, and did not protect him against himself or against the machinations of others (Chapter VI). In the fifth chapter there is a study of the cures, which consisted in sacrifice, participation in the mysteries, purificatory rites, such as the wearing of amulets, the use of quasi-medical preparations, etc.

The method of the dissertation is excellent and systematic, the style clear and readable, and the conclusions reached are sound. Only a few minor points occurred to me as worthy of addition or criticism.

For lycanthropy and the were-wolf stories (10, 11, 25) I miss a reference to Hertz, *Der Werwolf*, and to Kirby Smith's article, *An Historical Study of the Werwolf in Literature*, Publications of the Modern Language Association of America, Volume IX, 1-42, or, New Series, Volume II, 1-42 (1894). In the latter article, at page 38, note 2, several important references are given. In the discussion (31) of the red-figured *celebe* in the Institute of Fine Arts in Chicago, which represents the madness of Salmoneus, there should be references to Robert, *Apophoreton* 105 f., especially the note on page 105 (Halle, 1903); Reinach, *Revue Archéologique* 4.160; Otto, *Philologus*, 18.188; Radermacher, *Rheinisches Museum* 63.554 f. The subject was treated by Sophocles in a satyr play, in painting by Polygnotus, and is often referred to in ancient literature (compare Robert, *Die Griechische Heldensage*, 202-203). There is no question of sacrifice, as Miss Vaughan thinks, and her interpretation (32, 35), that the figure represents an escaped madman destined for sacrifice, possibly as a scapegoat, will not hold. In treating human sacrifice (35) and its survivals, Miss Vaughan should have consulted the very important Locrian inscription about the sacrifice and sending of maidens to Ilium which confirms the story of the sacrifice of Locrian maidens in Lycophron's *Alexandra* and in Strabo. This inscription was published by Wilhelm, in *Jahreshefte des Oesterreichischen Archäologischen Instituts* 14 (1911), 163-256, especially 175-179.

¹Copies of this dissertation may be obtained from Mr. R. C. MacMahon, bookseller, 78 West 55th Street, New York City. C. K.

There are lacking many stories of madness, such as that of the daughters of Cecrops driven mad by the wrath of Athena and flinging themselves from the Acropolis, and of the daughters of Minyas going mad and craving human flesh (Plutarch, *Quaestiones Graecae* 38). The stories of love-madness leading to suicide, as in the legend about Sappho's leap, might have been included, and surely there should be a treatment of the personification of madness as Mania or Lyssa. Lyssa occurs on the Actaeon vase in Boston and is probably a loan from literature (*Monumenti Inediti Publicati dall'Istituto di Correspondenza Archeologica* II, Pl. 42, 1; Beazley, *Red-figured Vases in America*, 174). Mania occurs on the famous vase signed by Asteas, to which there is a vague reference in note 165 (page 43). But there should be a reference to an up-to-date publication, such as Patroni, *Ceramiques Antiques* 39, Fig. 36; Hauser-Reichhold, *Griechische Vasenmalerei* 3.62, Fig. 29; Leroux, *Vases Grecs et Italo-Grecs du Musée Archéologique de Madrid*, 205 f., Pl. XLV. The madness of Ajax is another famous case, a detailed study of which in literature from the Little Iliad down to Sophocles and later times and in art from the earliest representations on vases down to the famous Hellenistic Homeric Bowls would have yielded interesting results.

In the discussion of whipping (44.53-55) reference might have been made to the interesting Pompeian frescoes (*Notizie Degli Scavi*, 7 [1910], 54, Pls. XV-XVII) which may represent initiation of women by flagellation into the rites of Dionysus, such as Pausanias mentions (8.23.1). Whipping has even been used in modern times as a cure for madness and, especially, hysteria, as for example, a few years ago in a sanatorium at Wilhelms Höhe, Germany. As an illustration of Herondas's third mime the lines which Goethe used as a motto of his autobiography, and the scene in Baumeister's *Bilder*, 638, might have been cited, to say nothing of the cases of sandalokratia which occur in Greek literature and Greek art (Wolters, *Athenische Mittheilungen* 30 [1905], 399-407). The use of the nail to cure madness or to flay the demon (58) is probably connected with the use of the nail in curse-inscriptions, where there are many examples (compare also Judges 4.21; Isaiah 22.23).

The dissertation is, as has been said, a very important contribution, and the subject should be continued for Roman thought and custom. It would yield much interesting material even for character-study, as has been shown, in the case of Claudius, by Dr. T. C. Ruth in his unpublished Johns Hopkins dissertation on *The Problem of Claudius*.

THE JOHNS HOPKINS UNIVERSITY. DAVID M. ROBINSON.

The Silver Age of Latin Literature From Tiberius to Trajan. By Walter Coventry Summers. London: Methuen & Co.; New York: Frederick A. Stokes Company (1920). Pp. xii + 323. 10 sh., 6 d.

Mr. W. C. Summers, Professor of Latin in the Univer-

sity of Sheffield, well known in America because of his edition of *Select Letters of Seneca* (1909, see *THE CLASSICAL WEEKLY* 7.125-126), has now laid the classical student under a further obligation, by a masterly sketch of the whole period to which Seneca belonged.

After an introductory chapter on The Declamations and the Pointed Style, the literature of the period is discussed by departments—epic, drama, satire, oratory, history, philosophy, etc. Under this arrangement such writers as Seneca and Tacitus are treated under several different headings. Professor Summers's critical judgments are regularly sound, and well expressed. His illustrative passages are given in English, many of them in English verse, and his translations are always good. The sections which deal with Valerius Flaccus and Seneca are particularly good. His book is excellent, for the professed student of Latin or for the general reader.

On page 3 there is an unfortunate statement in round numbers which makes Horace publish his Satires as early as 43 B. C. On page 24 the expression "the crossing into Italy" is apparently a slip of the pen for Scipio's 'crossing into Africa'.

I have made a few marginal notes on the paragraphs dealing with the influence of Latin writers of the Silver Age upon later literature.

Page 52. Both the dedication and the close of Petrarch's Africa have a close parallel in the corresponding parts of Statius's Thebais. And the amazement of the denizens of Tartarus at the coming of Petrarch's Sophonisba seems to have been suggested by their amazement when "the bishop Amphiorax . . . fil thurgh the ground to helle". The dedication of the Thebais is imitated in Sannazaro's Fourth Eclogue; the *envoi*, at the close of Spenser's Shepherdes Calender. Spolverini's *La Coltivazione del Riso* borrows part of the *envoi*, and applies it to Luigi Alamanni:

le cui sante orme
Seguo da lungi, e riverente adoro.

Dante's *Inferno*, 26.52 ff., alludes to the funeral pyre of Eteocles and Polynices, Thebais 12.431 ff. Ben Jonson's *Catiline*, 4.755-757, alludes to the death of Capaneus, Thebais 10.936-939.

Ennius's story of the decapitated trumpeter,

cumque caput caderet, carmen tuba sola peregit,

has its parallel not only in Statius (page 37), but also in Silius Italicus 4.173-174, and even in Dryden's *Conquest of Granada* (of the head of a decapitated bull),

It fell so quick, it did even death prevent,
And made imperfect bellowings as it went.

Page 84. With Juvenal 10.22, compare Chaucer, *Wife of Bath's Tale*, 1192-1194,

Iuvenal seith of povert merily:
'The poure man, whan he goth by the weye,
Bifore the theves he may singe and pleye'.

Mantuan's *Codrique supellex*, Ecl. 5. 104, alludes to Juvenal 3.203. With Juvenal 7.32, compare Spenser, *S. C.* 10.31,

So praysen babes the Peacocks spotted traine;

also T. Randolph, An Eclogue to Master Jonson,

Rich churls have learn't to praise us, and admire,
But have not learn't to think us worth the hire.

Juvenal is twice quoted at the close of John Skelton's
Why come ye not to Courte?

The beginning of Juvenal's Sixth Satire is imitated in
Beaumont and Fletcher, Philaster 4.2.

Page 94. Calpurnius is freely imitated in the
Eclogues of Faustus Andrelinus. Calpurnius's Eclogues
were so little known at Paris about 1490 that Andrelinus
could be accused of wishing to pass them off as his own.
His picture of the cattle lying under the 'genista', l. 5,
may remind one of Shakespeare's

broom-groves

Whose shadow the dismissed bachelor loves,
Tempest, 4.1.66. Andrelinus draws freely on Persius
also.

Page 127. Statius's Epithalamion is cited by
'E. K.', on The Shepheardes Calender, 1.60. Tenny-
son's line, In Memoriam 33.8,

A life that leads melodious days,
was referred by the poet himself to Statius, Silvae
1.3.22-23,

cecu placidi veritus turbare Vopisci
Pieriosque dies et habentes carmina somnos.

Page 194. Camden's tribute to Sir Philip Sidney is
professedly borrowed from the close of the Agricola (see
THE CLASSICAL WEEKLY 13.87). Tennyson's Boadicea
is based upon Tacitus, Annals 14.31 ff. Matthew
Arnold's picture of the punishment of cowards, in
Balder Dead, is probably taken from the Germania, 12.

Page 237. The first act of Ben Jonson's Catiline
borrows pretty freely from Petronius. 'Witty glut-
tony', for *ingeniosa gula* is only one of the items. See
the recent edition of Jonson's tragedy by L. H. Harris
(Yale University Press, New Haven, 1916). The same
edition sets forth some of Jonson's borrowings from
Lucan. See, also, Modern Language Notes 34 (1919),
397-402.

Page 308. Pliny's railing against the doctors is
quoted by Petrarch, Ep. Fam. 5.19 *medicoque tantum
hominem occidisse impunitas summa est*, etc. Com-
pare Mantuan, Ecl. 6.207 *potestas . . . homines-
que impune necandi*.

THE JOHNS HOPKINS UNIVERSITY. WILFRED P. MUSTARD.

THE NEW YORK CLASSICAL CLUB

The New York Classical Club held a meeting on
Saturday, February 19, at the Metropolitan Museum
of Art. Addresses were delivered by Dr. W. B.
Dinsmoor, of Columbia University, on The Inheritance
of American Art from Classic Greece, and by Professor
G. L. Hendrickson, of Yale University, on Reading in
Antiquity. Dr. Dinsmoor spoke chiefly of architecture.
He told in an illuminating fashion the history of the
two classical revivals that have been felt in American
architecture since the middle of the eighteenth century,
the one affecting this country in the era of the establish-

ment of the American government and for fifty years or
more thereafter, the other beginning about 1890 and
continuing to-day. The elements of Greek architecture
are, he said, included in the education of every architect;
with those elements the architect composes to-day,
when he is working for a Greek effect, but he no longer
copies some monument entire, as was the case in the
revival of the eighteenth century, when the monument
of Lysicrates, for example, was constantly used as a
belfry, and well-known temples were used for banks
and other public buildings.

Professor Hendrickson's address was of a kind more
familiar to our meetings of some years ago than to more
recent sessions—a time remembered with pleasure by
many members of the Club and often regretted—a care-
ful study of a matter affecting an understanding of antiq-
uity itself. No doubt the paper will be published in
the course of time; its carefully presented argument
can not be profitably recapitulated here. The con-
clusion reached by Professor Hendrickson was that to
the ancients *reading* meant *reading aloud*, even when
the reader was reading 'to himself'. The passages cited
from ancient authors were interesting, and the discus-
sions of the meanings of Greek and Latin words encoun-
tered in those passages were very illuminating; and it
would be an omission of something important not to add
that the fine reading of these passages in the original
tongues added a crowning grace to a most delightful
address.

A luncheon followed the addresses. At this, speeches
were made by Chancellor Brown, of New York Univer-
sity, and by President Mezes, of The College of the City
of New York. Dr. Brown related his recollections of a
dinner at the Century Club years ago, attended by
members of the famous Greek Club of that day. It was
a pleasure to hear the names of those glorious predeces-
sors of ours—Dr. Julius Sachs, Dr. Charlton T. Lewis,
Professor Thomas R. Price, Mr. J. G. Crosswell (of the
Brearley School). Mr. Brown testified that their table
talk was on a level rarely reached, and covered a wide
range of topics, and that the occasion became to him a
standard for judging social events of that kind. This
caused no surprise to any one who had been fortunate
enough to be acquainted with any of those great
Grecians.

President Mezes also recurred to the past, lamenting
the disappearance from the culture of American Colleges
of a certain "bloom" which belonged to it in the older
days of classical dominance. He speculated on the
possibility of recovering even now some of the vanished
grace, by changing some of the methods and aims of
classical courses. To the conservatives among us it
should be matter for serious consideration that our best
friends outside the ranks of teachers and students of the
Classics not infrequently bid us, as did Mr. Mezes, look
with critical care to our methods. At a meeting of The
Classical Forum of The New York Classical Club last
year, Dr. Sachs suggested the advisability of the crea-
tion of a committee to study all new ideas with respect
to the teaching of Latin, and to act as a guide toward
new methods. He said that the teachers of mathe-
matics were already doing valuable work of this kind.
No action was taken at the time by The Classical Club;
but was it not a very useful suggestion, which it would
be wise to follow up?¹

SUSAN FOWLER, Censor.

¹It was followed up, by Dr. Sachs and others. See the reference
to the matter in Professor West's report as President of the American
Classical League, as reprinted in THE CLASSICAL WEEKLY 14.5-6
(see especially page 6, § 6). I have informal information, which
will no doubt be confirmed formally soon, that the matter has
progressed considerably since Professor West read that report at
Cincinnati, last June. C. K.